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ABSTRACT

This paper discusses discrimination against wcmen in our society. Statements and sayings frcm all over the world which reflect historical discriminatory attitudes towards women are qucted and it is evident that such attitudes are still prevalent in contemporary times. Despite federal legislation and state laws banning sex discrimination, the need tc improve women's relative position in the economy is still urgent. It is claimed that occupationally wcmen are more disadvantaged today in comparison to men than they were thirty years ago. Consequently there is a strong need to grant women equal cppcrtunity in terms of job training, educational programs, occupational entrance, advancement, and salary. It is not suggested that all wcmen shculd wcrk or that all women should be prcfessionals but that each person should have the right to choose what they will cr will not do with their lives. (RSM)

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(Speech given by Joanne B. Lantz at the APGA National Convention in Atlantic City, New Jersey on April 5, 1971.)

In the words of the Virginia Slim's Commercial, "You've come a long way baby," and yet the question today is, "How far have we as women really come?" After all, it was only two-thousand years ago, that we were even considered as having a soul. Here are a few statements and sayings from all over the world which reflect the historical attitudes toward women:

A. From Ancient History:

The glory of man is knowledge, but the glory of woman is to renounce knowledge - Chinese Proverb

There is a good principal which created order, light, and man; and an evil principal which created chaos, darkness and woman - Pythagoras

We may thus conclude that there is a general law that there should be naturally ruling elements and elements naturally ruled . . . the rule of the freeman over the slave is one kind of rule; that of the male over the female is another . . . the slave is entirely without the faculty of deliberation; the female indeed possess it, but in a form which remains inconclusive - Aristotle

B. From the Bible:

How can he be clean that he is born of woman - Job

Let the women learn in silence with all subjection . . . I suffer not a woman to usurp authority over men, but to be in silence - St. Paul

Wives, submit yourselves unto your husbands . . . for the husband is the head of the wife, even as Christ is the head of the church - Ephesians

C. Authors and Lecturers:

A man in general is better pleased when he has a good dinner than when his wife talks Greek - Samuel Johnson

The whole education of women ought to be relative to men - to please them, to be useful to them, to make themselves loved and honored by them, to educate them when young, to care for them when grown, to counsel them, to console them, and to make life sweet and agreeable to them. These are the duties of women at all times and what should be taught them from their infancy - Jean Jacques Rousseau

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And a woman is only a woman, but a good cigar is a smoke - Rudyard Kipling

D. Statesmen and Analyst:

One must have loved a woman of genius to comprehend the happiness of loving a fool - Talleyrand

The great question that has never been answered and which I have not yet been able to answer despite my thirty years of research into a feminine soul is, "What does a woman want?" - Freud

Nature intended women to be our slaves . . . They are our property, we are not theirs. They belong to us, just as a tree that bears fruit belongs to a gardener. What a mad idea to demand equality for women! Women are nothing but machines for producing children - Napoleon Bonaparte

E. Distinguished Contemporary Colleagues:

Women should receive a higher education, not in order to become doctors, lawyers, or professors, but to rear their offsprings to be valuable human beings - Alexis Carrell

Woman as a person enjoys a dignity equal with men, but she was given eifferent tasks by God and by Nature which perfect and complete the work entrusted to men - Pope John XXIII

The only position for women in SNCC is prone - Carmichael

Even today, many of us here are guilty of accepting society-taught axioms relating to women's "positions." A few of the axioms we have all heard or used are:

A woman's place is in the home.

Intelligent women are emasculating.

Working women are unfeminine.

A smart woman never shows her brain.

Women should be struck regularly like gongs.

Women don't understand the value of a dollar.

Women executives are castrating bitches.

Dumb broad.

It is glorious to be the mother of all mankind.

Some of my best friends are women.

There is one more quotation which in the opinion of many adequately describes the position of women. One-hundred years ago, Alexis de Tocqueville, while visiting the United States, wrote that the United States seemed to him a "spermatic economy" revolving totally around its men and isolating its women to the function of either ornament or workhorse.

Fifty years ago, in our own country, a great move for equality came in the sufferage movement and the right to vote. In 1965, the Civil Rights legislation was passed and as a joke, sexwas included. However, if you will look at the 1969 Handbook of Women Workers, you will find that in 1956, women's median income was 63% of that of men; and in 1966, one year after the Civil Right's Bill went into effect, women'smedian income was 58% of that of a male. Now its easy for some of you in the audience to say, "but then you are only reporting the figures for low-paid, non-skilled people." If you will, for a moment, reflect on these figures for professional women. In 1961, their median salary was 68% of that of men; and in 1966, it was only 65%. I laughingly kid some of my friends at the university, and I tell them that I can't afford that kind of a cut in pay.

On March 5, 1971, in Higher Education and National Affairs, there were two articles which I think give some indication of how people are reacting to the present situation. One article immediately preceded the other, and was entitled, The President Nominates Two HEW Assistant Secretaries. The article announces

who these assistant secretaries will be. They are both men, and they will both have an annual salary of $38,000. The next article talks about initiating an HEW women's action program to oversee the equal employment opportunities for women in the huge department. The HEW secretary named a woman as director of the program.

In a memorandum to HEW's 107,000 employees (63,000 of whom are women), HEW Secretary Richardson said, "It will not be an easy task to resolve the frustrations of those who have been neglected in the past, or to help those who have not thought about the issue, to realize their importance; but, I think we will be able to make great strides toward our goal of equal opportunity regardless of race or sex." Richardson said that one of the tasks of the new program will be to establish procedures and mechanisms throughout the department to ensure that women are considered for all job vacancies. I would hope that they will not only be considered, but, in fact, will be hired for some of the jobs.

Each of us every day deal with women students, and sometimes it is not easy to understand their feelings about being a woman and being a student. Here are some common comments that I think will help you to understand how some of these girls must feel:

> I know your competent and your thesis advisor knows you are competent, but the question in our minds is are you really serious about what you are doing?
>
> Any girl who gets this far has got to be a kook.
>
> I hear I'm supposed to stop looking at you as a sex object.
>
> We expect women who come here to be competent, good students' but, we don't expect them to be brilliantor original.
>
> What does your husband think about you working on a PHD?

These are not only the attitudes of professors, but also the attitudes of a segment of society. Many people in our society think that high school is adequate for girls, but college is essential for boys. Today, 40% of all college students are female. Admittedly, some of these college women are immature and shy. They are interested in taking only easy courses, and are more interested in an MRS than a BS, degree that is. Perhaps, these women students are only reflecting what society has taught them from infancy. However, today on college campuses across this country, we have many women students who are interested in studying and they are good students. These women are more interested in a BS than a MRS. They have concerns about curriculum, the roles of women in the society, and for women who have not had the opportunities that they see in the future for themselves. They are concerned about older women who have family responsibilities, but who would like to, and perhaps, need a college education. These women are asking some very important questions about the position of the university and its role in their future.

In the March 19 issue of Higher Education and National Affairs, there was an article which I think you will find enlightening. The data was collected at a leading mid-western university. The average monthly starting salaries being offered in 1970 to women college graduates in six fields by 110 employers ranged from $18 to $86 less than the salaries being offered to men college graduates in the same fields.

Elizabeth Duncan, Director of the Women's Bureau, said "Occupationally, women are more disadvantaged compared with men than they were thirty years ago. In 1940, women held 45% of all professional and technical positions. In 1969, they held only 37% of such jobs. This deterioration in their roles and in their career fields relative to men has occurred despite the increase of women's share of total employment over the same period.

Many of the myths regarding women's ability to hold administrative and management positions still prevail. Further, Mrs. Koontz states that despite Federal legislation and executive orders and state laws banning sex discrimination, the need to improve women's relative position in the economy is still urgent. Failure to grant women and girls equal opportunity in terms of job training, educational programs, occupational entrance, advancement, and pay creates severe economic hardships, even poverty for many women and for many families dependent in whole or in part on women's earnings.

Now a look at female college and university faculty members. In a fact sheet of the U.S. Department of Labor, Women's Bureau Report, the rank of women professors at various levels, as you go from instructor to full professor, the percentage of women in those positions goes down: instructor 48%, assistant professor 24%, associate professor 18%, and full professor 10%. It is easy to say "that's the over-all average of the country and our institution is very different." I cannot tell you about your institution, but I can tell you about the situation at Purdue University at Fort Wayne: 50% of the instructors are women; 18% of the assistant professors are women; 14% of the associate professors are women; and none of the full professors are women. In administration, we have one out of eight, but I must hasten to add that is an acting position. If one looks at average salaries by rank, degree and experience, I think one will see what I'm talking about.

Rank	Degree	Experience	Differential
Associate Professor level	Masters degree	0-15	$ 150
Associate Professor level	Masters degree	16-30	2042
Associate Professor level	Doctoral level	15-30	2824
Associate Professor level	Doctoral level	31-45	525

Rank	Degree	Experience	Differential
Assistant Professor level	Masters level	0-15	$ 2154
Assistant Professor level	Masters level	16-30	2813
Assistant Professor level	PHD level	0-15	293
Instructor level	Masters level	0-15	$ 1381
Instructor level	Masters level	16-30	3950

Reviewing the range of difference: $3,950; 2,824; 2,813, 2,154; 2,042; 525; and 150. 293

Sometimes discrimination may be subtle, but when I consider that my salary is the one that is $2,824 lower, that isn't really very subtle. Many times, we find that people give lip service to not being discriminatory on the basis of sex, but, in fact, live by discrimination. When I asked to receive these figures, the dean that gave them to me laughingly said, "be sure to footnote me in your speech and tell them that a man gave them to you." My answer to him was, "I certainly will, but in the speech, I will also reflect the only reason I had to ask a man for them was, that the university wouldn't let a woman have a job that had that kind of control.

Many women today are against the liberation of women because they are concerned about giving up their security. The Women's Bureau of the U.S. Department of Labor reports that women comprise 37% of all professional and technical occupations in 1969, but that only 22% of college and university professors were women, about the same as in 1910. Perhaps, the feelings of many women can best be reflected in comments made to women professors:

> You're thirty years old and you're not married?
>
> You're a psychologist - I can't even spell that.
>
> You don't have any children?
>
> Do you have to have your hair done?
>
> You're a what - a professor? They sure never had professors like you when I was in college.

The quotations could go on and on, but I think you have some feeling of what I'm talking about.

Personally, these are my feelings: I am not trying to suggest that all women should work or that all women should be professionals. What I am encouraging is that each person has the right to choose what they will do or what they will not do with their lives. I am not trying to achieve unisex. Some women say, "But I want to be treated like a woman." How about being treated like a human being with feelings, needs, hopes, aptitudes, abilities and desires.

100 years ago, a man named Ibsen expressed my feeling when he wrote a story called <u>The Doll's House</u>. In the story, Helmer said to Nora, "before all else, you are a wife and a mother." To which Nora replied, "That I no longer believe, I believe that before all else, I am a human being, or at least, I should try to become one."